

WILLIAMS MEMORIAL ELEMENTARY

290 South Metts Street

St. George, SC 29477

GRADES PK-5 Elementary School

ENROLLMENT 620 Students

PRINCIPAL Charles Kirtley 843-563-3231

SUPERINTENDENT Renee Mathews 843-563-4535

BOARD CHAIR Dr. James Hodges 843-563-4535

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	33	58	9	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Good	No

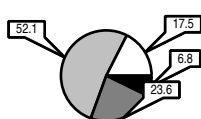
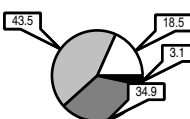
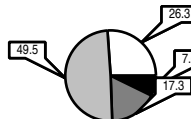
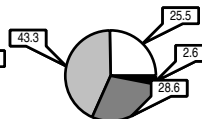
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	319	98.8	17.9	43.8	35.2	3.1	49.0	Yes	Yes
Gender									
Male	163	99.4	23.0	43.2	30.4	3.4	43.2		
Female	156	98.1	12.7	44.4	40.1	2.8	54.9		
Racial/Ethnic Group									
White	107	98.1	10.5	31.6	50.5	7.4	68.4	Yes	Yes
African-American	205	99.0	20.7	50.0	28.2	1.1	39.9	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	260	99.2	12.6	43.3	40.3	3.8	56.3		
Disabled	59	96.6	42.3	46.2	11.5	0.0	15.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	319	98.8	17.9	43.8	35.2	3.1	49.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	319	98.8	17.9	43.8	35.2	3.1	49.0		
Socio-Economic Status									
Subsidized meals	249	98.4	20.0	49.3	29.3	1.3	41.8	Yes	Yes
Full-pay meals	69	100.0	10.8	24.6	55.4	9.2	73.8		

Mathematics - State Performance Objective = 15.5%									
All Students	319	98.8	16.9	52.4	23.8	6.9	47.6	Yes	Yes
Gender									
Male	163	99.4	18.9	54.1	20.9	6.1	42.6		
Female	156	98.1	14.8	50.7	26.8	7.7	52.8		
Racial/Ethnic Group									
White	107	98.1	9.5	43.2	30.5	16.8	64.2	Yes	Yes
African-American	205	99.0	19.7	58.5	20.2	1.6	39.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	260	99.2	12.2	51.7	27.7	8.4	55.5		
Disabled	59	96.6	38.5	55.8	5.8	0.0	11.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	319	98.8	16.9	52.4	23.8	6.9	47.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	319	98.8	16.9	52.4	23.8	6.9	47.6		
Socio-Economic Status									
Subsidized meals	249	98.4	20.0	53.8	21.8	4.4	42.2	Yes	Yes
Full-pay meals	69	100.0	6.2	47.7	30.8	15.4	66.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	108	100.0	25.0	38.5	32.3	4.2	36.5
	Grade 4	99	100.0	28.4	43.2	27.4	1.1	28.4
	Grade 5	118	99.2	35.6	52.9	11.5	N/A	11.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	101	99.0	12.1	36.4	46.5	5.1	51.5
	Grade 4	116	99.1	24.3	51.3	22.6	1.7	24.3
	Grade 5	102	98.0	15.0	51.0	32.0	2.0	34.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	108	100.0	18.8	53.1	24.0	4.2	28.1
	Grade 4	99	100.0	21.1	55.8	14.7	8.4	23.2
	Grade 5	118	100.0	23.8	57.1	15.2	3.8	19.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	101	99.0	13.1	61.6	22.2	3.0	25.3
	Grade 4	116	99.1	20.0	49.6	21.7	8.7	30.4
	Grade 5	102	98.0	16.0	47.0	28.0	9.0	37.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 620)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.8%	Up from 2.2%	3.7%	2.7%
Attendance rate	99.5%	Up from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.9%		5.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.9%		4.2%	3.5%
Eligible for gifted and talented	11.6%	Up from 10.3%	9.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.8%	Up from 6.4%	9.4%	8.2%
Older than usual for grade	1.1%	Up from 1.0%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 49)				
Teachers with advanced degrees	46.9%	Up from 46.2%	45.6%	51.4%
Continuing contract teachers	93.9%	Up from 92.3%	87.1%	87.5%
Highly qualified teachers**	93.3%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	2.1%		0.0%	0.0%
Teachers returning from previous year	93.4%	Up from 88.5%	86.2%	86.7%
Teacher attendance rate	92.5%	Up from 91.9%	94.7%	94.9%
Average teacher salary	\$40,379	Up 4.2%	\$39,876	\$40,760
Prof. development days/teacher	5.0 days	Down from 10.0 days	13.2 days	12.4 days

School				
Principal's years at school	1.0	Down from 13.0	3.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 20.6 to 1	18.1 to 1	18.9 to 1
Prime instructional time	91.4%	Up from 87.1%	89.5%	90.0%
Dollars spent per pupil*	\$7,080	Up 5.1%	\$6,140	\$6,044
Percent of expenditures for teacher salaries*	64.9%	Up from 64.3%	65.2%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	84.5%	Up from 12.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	91.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school term at Williams Memorial Elementary school was a celebration of many successes for our staff, students, and parents. Our students achieved great things in partnership with our devoted, professional staff. Some of our student's musical ability was highlighted through a recording session here at WMES and a CD was produced to showcase their talent. We had very successful basketball and soccer programs supported by staff, parents, and students. We had a vibrant Relay for Life Team who continued the fight against cancer by raising money for research. Our PTA increased its membership by 100% and were recognized for that accomplishment at the State PTA convention. We hosted the District PTA Spring Conference here at WMES and proudly welcomed the PTA organizations from our surrounding areas. Twelve of our teachers are working towards their certification to become endorsed in gifted and talented instruction. Several of our teachers are working toward their master's degrees. We had our 1st annual WMES Talent Show and also had a wonderful Fall Carnival in which the community supported beyond our expectations. Our staff continued to work hard maintaining our landscape, making it a showcase in the community. Our national board certified teacher, Mrs. Penny Buckley, was not only recognized as our WMES Teacher of the Year, but also as Dorchester 4's District Teacher of the Year for 2003-2004. The school was fully accredited by the Southern Association of Schools and Colleges. Our students were recognized for their outstanding academic achievement in our awards ceremonies this year. Our volunteers helped us raise money, coach basketball and soccer teams, worked in our reading, math, and science nights, helped with concession stands, and contributed many invaluable services to our school. We are so thankful for their help and would be lost without them. Our school board voted to have our gym floor repaired and refurbished this year as well. We were awarded a Comprehensive School Reform Grant and adopted the Accelerated Schools Model for the next two school terms. This grant is for a maximum of \$325,000.00 and will provide training, technology, coaching, and a variety of other services for our students and staff.

We at WMES would like to thank all of our parents, volunteers, and all supporters for helping us to provide our children with a first rate education. We vow at WMES to continue to grow and learn so that we may become better service providers for our children. They are truly our most precious resource.

Charles Kirtley
Principal
2003-2004

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	93	57
Percent satisfied with learning environment	85.4%	87.0%	89.1%
Percent satisfied with social and physical environment	85.0%	82.6%	70.9%
Percent satisfied with home-school relations	52.4%	90.1%	67.9%

*Only students at the highest elementary school grade level at this school and their parents were included.